

EDUCATIONAL NUMBER

FOR CALIFORNIA

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W. T. REID

THE CALIFORNIA PROMOTION COMMITTEE

SAN FRANCISCO

THE CALIFORNIA PROMOTION COMMITTEE

(THE STATE CENTRAL ORGANIZATION)

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January	Educational	Number
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FOR CALIFORNIA

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"FOR THOSE WHO DESIRE THE BEST THERE IS IN LIFE."

EDUCATIONAL NUMBER

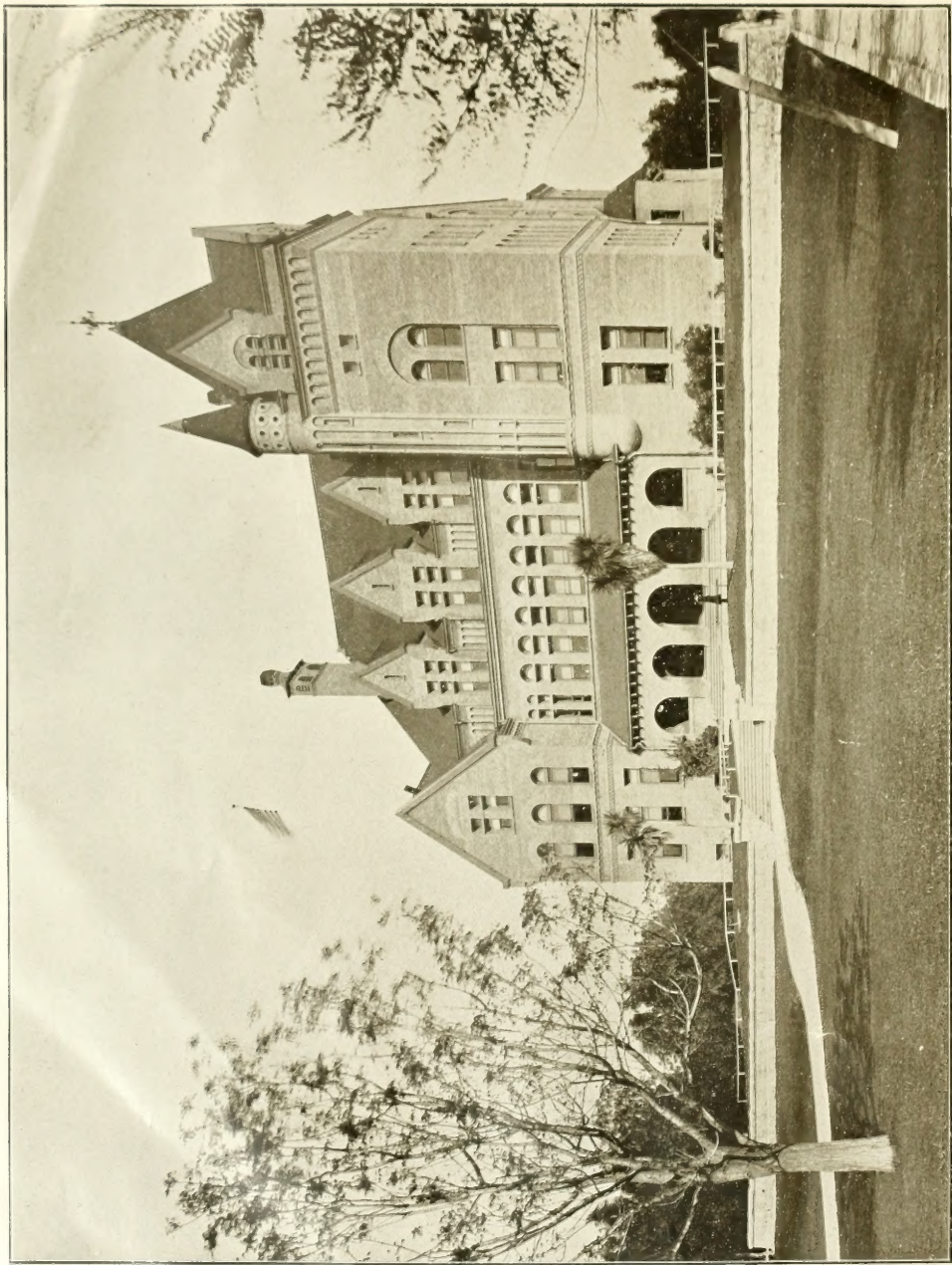
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THE CALIFORNIA PROMOTION COMMITTEE

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SAN FRANCISCO



A CALIFORNIA PUBLIC GRAMMAR SCHOOL

CALIFORNIA SCHOOLS

WITH the coming of the National Educational Association, which is to meet in San Francisco next July for its annual convention, there comes much interest in educational matters from a California view point. The present number of "For California," therefore, is dedicated to educational subjects, and in this issue we have discussed the various branches of education by those who are most eminently qualified by their position to write.

Nathan C. Schaeffer, who is at the head of the National Educational Association, writes of the Association, its work and what it has accomplished in the matter of raising the standard of education of the country.

The Intellectual Growth of California is the subject of an exhaustive article from the pen of President David Starr Jordan, of the Leland Stanford Jr. University. Dr. Jordan, who is as close a student of events as he is of matters intellectual, marks the rise of learning in the State, and discusses the cause and effect as seen from the point of view of the head of a magnificent university.

Thomas J. Kirk, State Superintendent of Public Instruction, has an article on California's State System of Education, and he gives a clear and concise review of the work that has been done to make the system of California one of the best and greatest in the whole country.

University Education in California is the theme of an article from Professor F. B. Dresslar, of the University of California. Professor Dresslar shows the growth of higher education in the State, and shows, also, the influence of the universities upon the people and upon the welfare of the commonwealth itself.

Dr. Frederic Burk, of the San Francisco State Normal School, has an article on California's Normal School System, which he classes as one of the best in the land. He tells, most entertainingly and instructively, of the various normal schools and their work, showing how the various normal schools directly serve the needs of the districts which they represent.

Alfred Roncovieri, Superintendent of Public Instruction of San Francisco, writes of the coming convention of the National Educational Association, and voices San Francisco's welcome to the educators of the country. The condition of education in California, and especially in San Francisco is told by Mr. Roncovieri, and the benefits to come from the approaching convention are fully set forth.

What California teachers have to say regarding the welcome extended to their fellow workers in the educational field of the country is told by Mr. James A. Barr, ex-President of the State Teachers' Association. In his article Mr. Barr outlines the work to be done by the convention, and shows the benefit that teachers of California will derive from the association with educators from other States.

Private schools of California are treated of in a highly instructive article by W. T. Reid, who is a recognized authority on this subject.

Taken as a whole the present number of "For California" is one that will appeal not only to the educators but to all who have the matter of education of the young at heart.

California's school system is among the best in the land, and, according to the best of authorities, the teachers of this State are not only better paid but are in possession of exceptional advantages not accorded those of other states. The articles herein show conclusively that the brightest minds of the State are interested in these matters, and there is set forth such a showing regarding all matters pertaining to public instruction as to give the prospective settler a splendid idea as to what California has to offer for the education of the children of the home-seeker.

THE NATIONAL EDUCATIONAL ASSOCIATION.

NATHAN C. SCHAEFFER.

THE letters "N. E. A." stand for the National Educational Association. It is the largest and most influential body of teachers in the whole world. University presidents have presided over its sessions; and two Presidents of the United States have attended and addressed its meetings. It has corresponding members in foreign countries and active members in every State and Territory of the Union. Teachers and all who are actively associated with the management of educational institutions, including libraries and periodicals, may become active members upon an application indorsed by two active members and the payment of an enrollment fee of two dollars and the annual dues for the current year. All others who pay the annual membership fee of two dollars may become associate members. Eminent educators not residing in America may be elected corresponding members, but their number shall at no time exceed fifty. It was organized at Philadelphia in 1857 as the National Teachers' Association. Hence it will celebrate its jubilee two years hence. In 1871 at the St. Louis meeting its name was changed to National Educational Association. In addition to the National Council it has seventeen departments whose sessions are devoted to special phases of education.

The association counts its active members by the thousand and its associate members by tens of thousands. The former only have the right to vote and to hold office. They regularly receive the annual volume of Proceedings, as well as reports giving the results of investigations conducted under the auspices of the association. Associate members receive the volume of Proceedings upon application, in accordance with the coupon conditions printed on the certificate of membership. The next annual meeting will be held at San Francisco during the week of July 9-14, 1906. Four cities were rivals in the effort to secure this meeting, and San Francisco, backed by the railway officials of the Southern Pacific and the Santa Fe systems, won in the contest. The department presidents have been invited to meet the executive committee at the Auditorium Hotel in Chicago on the Friday and Saturday before New Year for the purpose of arranging an attractive program and of agreeing upon the speakers. The various lines of railway which constitute the Trans-Continental Passenger Association have agreed to offer a round-trip rate of one lowest normal first-class limited fare, plus the membership fee of two dollars, for tickets going and returning via regular direct routes; and it is believed that the other passenger associations will take similar action early in January. There will be the usual addition for tickets going by one route and returning by another. The dates of sale from points east of but including Colorado common points (Cheyenne to Trinidad inclusive) and east of El Paso and Dalhart will be from June 25 to July 7, 1906. From Colorado common points (Cheyenne to Trinidad inclusive) and west thereof, and from El Paso, Dalhart, and west thereof, the dates of sale will be from June 26 to July 8, 1906. The final limit will be September 15, 1906.

Under the favorable rates and time limits which the Trans-Continental Passenger Association has agreed to offer, teachers and tourists can arrange to spend the summer on the Pacific Coast and return to their homes better fitted to teach geography, geology and history, as well as thoroughly filled with the enthusiasm which always characterizes the meetings of the association and which is so essential to the highest success in the schoolroom. Multitudes of teachers in the Mississippi Valley and on the Atlantic Slope are now planning to go to the Pacific Coast, and large excursion parties from the East will cross the Rocky Mountains to attend the next meeting. In 1899 the attendance at Los Angeles reached a total of 13,656 members, and the San Francisco meeting in 1906 will without doubt attract still

larger numbers. At the Louisville meeting of the Department of Superintendence, which will be held in the latter part of February, and at the meetings of the State associations, which will assemble between Christmas and New Year, the State managers will begin the work of organizing their excursion parties. Questions of great importance will come before the July meeting, and this fact should of itself attract an unusual number of active members. California is famous for its climate and scenic beauty, for the excellence of its schools, the enthusiasm of its teachers, the hospitality of its people and the attractiveness of its summer resorts. The teachers of America travel more than those of any other country upon the globe. In fact, everything seems to justify the prediction that the San Francisco meeting will be one of the largest in the history of the association.

THE INTELLECTUAL GROWTH OF CALIFORNIA.

DAVID STARR JORDAN.

I AM asked to say a word in regard to the progress of higher education in California, and its effect on the development of the State.

I have not any statistics at hand. Those who need such to fix their faith can find them at either university, or at the Department of Public Instruction in Sacramento.

It is sufficient that we recognize this fact. Twenty years ago higher education and the training on which it rests seemed merely incidental in California. The mind of the people was busied with other things. There were not many children anyway on the Coast, and these could be sent East for culture, or else in the glorious climate they could get along without it.

With a population of less than a million and a half, California has two universities of the first rank, with more than four thousand students, besides nearly a thousand more in affiliated professional schools. These students come from every State of the Union, as well as from California. Every civilized nation is represented, off and on, from year to year, and the students return to every State and nation for their life work. Five or six hundred graduates are sent out each year, as well trained as the best which go from anywhere. The high schools of the State, ten or fifteen times as numerous as twenty years ago, are practically all in the hands of men and women of college breeding. The smaller colleges and normal schools are effective and flourishing, each in its way. The great interest in college athletics has been turned to the account of higher education, for these sports have been freed from professionalism, vulgarity, and other incidents connected with the presence in colleges of the athletic tramp. The young college men of California are doing their part in the century-long conflict between Democracy and Graft, the one great battle which is on to-day. The contributions of California to the advancement of science through its universities and colleges and through the activity of its Academy of Science are fully abreast of the times. In amount and value they are not second to the output of any other region with the population of California.

California has the tremendous advantage of perfect climate, magnificent scenery, charming in its near views and sublime in its broad ones. Its advantages educational and social will be equally marked. Not long ago, I had occasion to use these words:

The social life of California is, in its essentials, that of the rest of the United States, for the same blood flows in the veins of those whose influence dominates it. Under all its deviations and variations lies the old Puritan conscience, which is still the backbone of the civilization of the republic. Life in California is a little fresher, a little freer, a good deal richer, in its physical aspects, and for these reasons, more intensely and characteristically Ameri-

can. With perhaps ninety-five per cent of identity there is five per cent of divergence, and this five per cent is worth emphasizing even to exaggeration. We know our friends by their slight differences in feature or expression, not by their common humanity. Much of this divergence is already fading away. Scenery and climate remain, but there is less elbow-room, and the unearned increment is disappearing. That which is solid will endure; the rest will vanish. The forces that ally us to the East are growing stronger every year with the immigration of men with new ideas. The vigorous growth of the two universities in California insures the elevation as well as the retention of these ideas. Through their influence California will contribute a generous share to the social development of the East, and be a giver as well as a receiver.

To-day the pressure of higher education is greater to the square mile, if we may use such an expression, than anywhere else in our country. In no other State is the path from the farmhouse to the college so well trodden as here. It requires no prophet to forecast the educational pre-eminence of California, for the basis of intellectual development is already assured. But however close the alliance with Eastern culture, to the last certain traits will persist. California is the most cosmopolitan of all the States of the Union, and such she will remain. Whatever the fates may bring, her people will be tolerant, hopeful, and adequate, sure of themselves, masters of the present, fearless of the future.

STATE SYSTEM OF EDUCATION

THOMAS J. KIRK.

THE State system of public education in California has many points in common with other State systems; tuition and admission are free, all property contributes to its support, equal opportunities for education are accorded to both males and females; the State Legislature exercises control.

In organization, in plan of support, in methods of control, and in many points of detail, however, the public school system of California is quite different from that of any other State. The system embraces primary and grammar schools, high schools, normal schools, a technical school and the State University. Every portion of the State is embraced within some primary or grammar school district, and the Constitution provides that at least a six months' school must be maintained annually in every district; as a matter of fact an average of eight months is maintained.

With the political organization of the State, provision was made for the establishment and maintenance of primary and grammar schools; next the university was established. The agriculturalists first conceived it and its initial work was upon lines intended to be in the interests of farmers. A normal school for the training of teachers was third in the State system of schools; then followed provisions for high schools, and last a technical school was established.

The primary and grammar schools at the beginning were, and they are still, regarded as first in importance. It seems to be specially impressed upon the people of California that the primary school is the incubator of American citizenship and that the grammar school is the bulwark of American liberty. At the outset these elementary schools were granted by the fundamental law of the State a large measure of support, and it was declared that all funds derived through State sources should be used exclusively for the support of such schools. The sacredness in which the primary and grammar schools are held and the jealousy with which their interests and provisions are guarded are probably the most deeply rooted of any public matter in the hearts and sentiments of the people of California. A new school district may be carved out of an existing district or a number of districts in the discretion of the County Board of Supervisors

on petition of the heads of families representing fifteen children between the ages of five and seventeen years. There are at the present time 3,223 districts in the State, counting San Francisco, Los Angeles, Oakland and other cities as forming, respectively, but one district. Cities of the fifth class and above may have by charter provisions extra school facilities over and above those of the common school districts, such, for instance, as city supervision, a school board instead of a board of school trustees, special teachers, kindergarten classes of primary schools, etc., for which facilities, however, they must pay from special city funds. Revenue for the maintenance of the common district school, except for school buildings, which is provided by district tax or bonds, is derived from the State and the county in about equal proportion. Cities and school districts having more than four or five teachers usually supplement the State and county funds by local city or district special taxes. At the close of the school year ending June 30, 1905, there were 7,884 teachers employed in the primary and grammar schools of the State system.

The State University has grown and expanded from an agricultural college conceived at the beginning to a great institution embracing courses of instruction that qualify for every profession and vocation of life. Specialists are employed for every department and 3,000 students are now enrolled for the current year. Eminent scientists devote their entire time to profound research and investigation.

From one State normal school there have grown to be five, located in different parts of the State for the convenience of the people. These schools are becoming more and more technical schools for the special preparation of teachers. The standards of admission and qualifications for graduation have gradually been raised. The members of the several faculties are educational experts—graduates of universities and specialists in some chosen field of education, and all are required to be experienced teachers before they can become members of the faculties. Notwithstanding the raised standards of qualifications for admission, enrollment in every one of these normal schools is greater for the present year than ever before in its history. Only professionally trained teachers or those with considerable experience have much chance of employment in the public schools of the State.

There are now 169 high schools in the State. Fifty-one out of fifty-seven counties have one or more high schools, and thus every part of the State is within easy access of the means for advanced education and preparation for college. High schools in the main are supported by local taxation, but the State has within the past three years extended them recognition and incorporated them into the State system and now contributes about one-fourth of their cost. An ad valorem tax equal to \$15 for every student in attendance is levied upon all the property of the State, the money collected and paid into the State treasury and distributed as State aid in the following manner: One-third is given pro rata to all the high schools, irrespective of enrollment or attendance, and two-thirds is given in proportion to average daily attendance. Average daily attendance in the high schools at the close of last school year was 19,016, and the number of teachers regularly employed in the high schools at that time was 999.

A polytechnic school was provided for by an act of the Legislature of 1901; the modest sum of \$50,000 was first appropriated. The greater part of this was used in purchasing 180 acres of land near the city of San Luis Obispo, on the coast in the south-central part of the State. Agriculture and animal industry are made the bases of the work, but as the institution has developed, instruction in various trades has been provided. From the beginning a good strong academic course has been provided. At first the attendance was small, but at the present time there are about 100 students enrolled. A number of buildings have been constructed on the grounds; the administration building, a dormitory, a carpenter shop, a blacksmith shop where forging and iron work are done; machine and electrical building, poultry houses, dairy barns, etc. Students that have completed the grammar grade of the public schools or a course equivalent thereto are

admitted to the institution. The course of study does not aim to carry students deeply into scientific research work. It is elementary and part vocational. It provides for several lines of study and experiment that are intended to give students a knowledge adaptable to the farm, the dairy, the orchard, the mechanical trades and the domestic arts and sciences. This institution is supported entirely by the State by appropriations made from time to time by the Legislature.

There are numerous other technical schools maintained by private endowments. More or less manual training is given in the high schools, and domestic science receives considerable attention in many departments of the public schools.

UNIVERSITY EDUCATION IN CALIFORNIA.

P. B. DRESSLAR.

A REAL university is a place where scholars and students work together for the preservation and advancement of science and art, of literature and religion, of power and skill, to the end that humanity may profit thereby. Hence the ideals that prevail in university work are never selfish, for learning is incomplete unless it includes the outlook to life. And this is the reason that modern universities, especially those of the West, are dealing with so many subjects which found no place in college work a few years ago. The demand is, that we must know more about all legitimate interests in life, so that we may be able to do more, and to do it better. In the colleges of earlier times, learning was looked upon as a sort of accomplishment, or at best as useful only for special classes. In modern days the spirit of learning looks out upon life and asks "Where can I help and how may I render the best service?" Many people, however, who prate much about practical education limit the word practical to mere "bread and butter" industries. They minimize culture and magnify power. They shift the joy of life from a sense of spiritual fitness and worth to a love of external accomplishment. They forget that the most practical man is he who lives a life worth the living; who puts the emphasis upon conduct and upon a wisdom which aids and inspires better conduct.

California is fortunate in having within her borders many excellent colleges where culture and personal worth, as well as practical efficiency in the narrower sense, are accounted as essential elements in a liberal education. But the State is especially proud of its two great universities, the Leland Stanford Junior University at Palo Alto and the University of California at Berkeley.

They each offer excellent opportunities for graduate work leading to higher degrees and their courses are open alike to men and women; they are both members of the Association of American Universities and are rapidly acquiring great libraries and historic treasures in anthropology, art and literature. They occupy a unique position in that California is the meeting place of Oriental and Occidental civilizations.

In the numbers of students they rank high. At the University of California there have been registered during the year in all the colleges 3,631 students. They hail from all parts of our country as well as from many other countries; the majority, of course, being residents of California.

At either institution the students are offered opportunity to do undergraduate and graduate work, under scholarly guidance, in the following departments of learning: Greek, Latin, Germanic, Romanic and English languages, and literatures; in history, economics and law; in philosophy, political science and education; in mathematics, physics and chemistry; in zoology, botany and geology; in physiology, anatomy, histology and hygiene; in mining, mechanical, civil and electrical engineering.

In addition to these, the University of California offers graduate and undergraduate courses in commerce, anthropology, linguistics, Semitic, Oriental and Slavic languages and literatures; agriculture in all its branches, irrigation, architecture, fine arts, medicine, dentistry and pharmacy. These general subjects, it must be said, are but bare outlines, for each one resolves itself into many branches.

In addition to the opportunities offered at Berkeley and Palo Alto, the University of California has organized and is maintaining a department of university extension work, in which men are employed to go to the people and serve them along lines in which they are seeking help.

Nowhere in the country is there a closer contact between university investigations and practical agriculture than is found in California. In short, these universities, especially the University of California, are called on daily to help the people solve the practical difficulties met with in all lines of endeavor. They are veritable servants of the people. And yet, with all of this direct help to offer, there is still the feeling that this is not all, nor even the most important work a university has to perform.

All universities which undertake to train men for special efficiency must see to it that true culture and a sincere sense of honor are not only held in the highest esteem, but urged upon all and upheld with a sense of genuine patriotism and religious conviction. Universities have gained much in their changed attitude toward daily needs in practical affairs, but along with this there must go a continued and a deepened respect for the things of the spirit. As efficiency increases, moral responsibility increases and righteous living has a larger field of usefulness.

The most practical problem in education and business is one and the same problem—how can we develop better men and make them more efficient? If the love of truth and insight into nature and the esteem of justice and purity among men are the results of true culture, nowhere is culture more needed than in the busy walks of life. A young man just starting in business remarked, not long since, that it was necessary to tell many lies each day in order to succeed, for he could not successfully compete on any other basis. If this be true, the highest type of both honor and integrity, learning and insight should be brought into immediate and vital touch with business life. It is comparatively easy for a preacher or a teacher to be honorable, but the best fortified men are needed to withstand the temptations of business life and correct the evils consequent upon the low standards of ethics so threateningly prevalent in commercial life.

Judged by the quality and quantity of original contributions to knowledge put forth, our universities are making enviable records. Despite the fact that most of the professors are called on to do a great deal of routine teaching and to handle large classes, each one, with few exceptions, is engaged in research work and feels it his duty not only to himself but to his students and the university to extend the boundaries of knowledge. Much of this work is made public through the columns of the various scientific, professional and literary magazines, the rest through books and the various series of bulletins printed at the universities.

For those who wish to engage in research work in botany, zoology, astronomy, agriculture, irrigation, mining, engineering, geology, paleontology, West Coast history, Indian languages and customs, California offers peculiar advantages. But what is being done in research to-day is, we trust, only an earnest of what we may rightfully and hopefully expect tomorrow.

CALIFORNIA'S NORMAL SCHOOL SYSTEM.

FREDERIC BURK.

CALIFORNIA has five State normal schools for the training of teachers, so located that every portion of the State is within easy access to at least one of them. They are at Los Angeles and at San Diego; at Chico, in the Sacramento Valley; at San Jose, in the Santa Clara Valley, and at San Francisco. Practically every part of the State except the sparsely-settled mountain region is within a few hours' ride from one of these normal schools.

These institutions have become an indispensable part of the State's magnificent educational system, both from the standpoint of needs of the public schools for teachers and from the standpoint of students desiring to engage in the occupation of teaching. For several years past the normal schools have been unable to supply the demand for teachers from the State's public schools, and no graduate who will teach is ever without a position. As the salaries of teachers in California are the highest in the United States, the normal schools are performing a most important service for young persons seeking a start in the world. Under the law no teacher, even in the remotest rural district, can be paid less than \$55 per month, and the salaries of regular grade teachers run up as high as \$800 and \$900 per year in some city schools. Generally the monthly salary in the schools outside the larger cities is from \$60 to \$70 for nine and ten months' schools. Normal graduates are as a rule preferred, and, as stated, the normal schools have been unable to supply all that are wanted.

The normal schools are all liberally supported by the State and are well equipped. The Los Angeles and San Jose schools have commodious buildings capable of accommodating 600 to 700 students each. The San Diego school is famed as being one of the handsomest school buildings in the United States. The Chico building has recently been enlarged, and the San Francisco, the newest in establishment, is about to erect a large building. In all, the State has an investment of about \$1,000,000 in normal school buildings and grounds, and about \$100,000 in their libraries, furniture and equipment.

In educational standing, the California normal schools rank with the most advanced institutions of their kind in the United States. Three of the schools, San Jose, Los Angeles and San Francisco, have courses of two years, requiring for admission graduation from a high school under equivalent conditions for admission to the universities; San Diego and Chico give the same two years' course, but also, owing to the local sparsity of high schools in their regions, they maintain four-year courses admitting some students from the ninth grade of the grammar schools. The instruction given is largely practical training in actual teaching in elementary schools maintained for this purpose. The diploma of graduation from any of the normal schools entitles the holder to a certificate to teach in any primary and grammar school of the State, and under the conditions of renewal, is, to all intents and purposes, a life document. This diploma is recognized by the authorities of practically all States of the Union, so that a graduate of a California normal school is never put to any inconvenience, such as an examination, in order to secure legal credentials upon which to teach.

While, in the main, the standard course is the same in all the normal schools, nevertheless there is a certain desirable individuality maintained in each school, by virtue of special needs of the respective localities. For example, the Chico and San Diego schools, by reason of more sparse settlement in the regions from which they draw students, permit the entrance of students without high school graduation and give them a longer course with greater emphasis upon the side of academic scholarship. The San Jose

school has developed a special fitness for aiding teachers of more or less experience. Many teachers of experience who have been teaching upon certificates obtained by county examination, or those from other States without credentials to secure a California certificate, find here the special conveniences to make up deficiencies. This school also maintains a highly successful and efficient summer school, in pursuance of the same policy, and does much to stimulate teachers in the service with enthusiasm and the best in more modern methods. Only in the Los Angeles school is a kindergarten for training kindergarten teachers, as the demand for them is limited and chiefly confined to that part of the State. The San Francisco school is the center of the most densely populated region of the State, dotted by well-equipped high schools and near the universities. It therefore is not required to give attention to academic scholarship and throws its emphasis upon the practical training in the preparation for teachers in the large city school systems, by which its graduates are almost wholly absorbed.

CALIFORNIA'S INVITATION TO THE N. E. A.

By ALFRED RONCOVIERI

THE importance of the coming convention of the National Educational Association to this city and State should be far reaching in its benefits. To Superintendent Langdon and myself the pleasant duty was assigned last summer of visiting Asbury Park in an endeavor to prevail upon the delegates of the National Educational Association, who met in that city, to choose San Francisco as the scene of their meeting place for 1906. We were not unsuccessful in our quest, and now it is my earnest hope that our mercantile and industrial bodies will join hands with our educational friends in extending a hundred thousand welcomes to our coming visitors, as well as unite in making their visit a memorable one.

The honor of entertaining such a distinguished body as the National Educational Association is an enviable one. It should therefore be our aim to make the period of the stay of the National Educational Association in our city a gala one. Many distinguished educators will be numbered amongst our guests. The giants of the American educational field will be in attendance, to say nothing of the 25,000 teachers from all parts of the United States, this latter number representing the 450,000 teachers and 18,000,000 pupils of this country. The impressions formed by these teachers will be disseminated through many a memorable interview upon their return to their Eastern homes. No better advertising medium for our State and its interests could be devised. An army of 25,000 educated thinkers, the people to whom the safety of the American public schools is entrusted, will become enthusiastic promoters of our Golden State, provided our people have the enterprise and spirit to properly entertain them. There never was such an opportunity presented before, to spread the facts of our marvelous State through the agency of such intelligent and progressive representation. It is the maximum of opportunity, and should not be neglected or overlooked.

That our coming guests should be favorably impressed, should be our aim and ambition; it but remains upon our own exertions and labors that this accomplishment can be attained. With every natural advantage and resource at our command, the greatest success should crown our efforts. Our people have ever enjoyed a reputation for hospitality. In fact, this characteristic has become proverbial. We should be anxious that our fellow-citizens of the remainder of the United States should share in our bounty and become fellow-participants in the blessings and privileges showered upon those who reside within the confines of God's footstool. Ours is no

land of mystic promise or legendary fiction; no mythical garden of the gods; it is now and for all times the land of possibilities—in a word, it is more, for it is the realm of realization. California, with its surpassing beauties and lofty grandeur of scenery, the marvelous fertility of its soil, its unsurpassed and unrivalled climate, will so impress the visiting teachers that they will, year after year, narrate their personal experiences in California to the children in their classrooms.

San Francisco is to-day in a transition period from the old to the new and greater San Francisco, for upon the result of the investment of \$17,000,000, the extent of the bond issue, largely depends her future. It is consequently beneficial to have a convention of the character of that of the National Educational Association, for the advantages to be derived are reciprocal. The discussion of educational affairs alone must tend to the incalculable advancement of our institutions of learning. The problems that are now receiving the attention of educators will be fully and exhaustively discussed. Such matters as industrial education, compulsory attendance, vacation schools, free lecture courses for adults and for children, school construction and sanitation, will receive the attention of the assembled educators. As the result of all this, we cannot but be greatly benefitted. It should therefore be the duty of every citizen of California to unite in extending a welcome to the educational delegates who are shortly to visit our State; not only that the educational advancement of our pupils may be attained and accomplished, but that the marvelous, unsurpassed resources of our unrivalled State, may be heralded throughout our country, through such intelligent media and advertising agencies, as the teachers who will assemble in this city during the coming National Educational Association.

GREAT WELCOME PROMISED

JAMES A. BARR.

CALIFORNIA welcomes the coming of the National Educational Association to San Francisco in 1906. The enthusiasm displayed by the 8,000 farmers, librarians, school trustees, teachers, assembled at Berkeley to confer on educational questions is but a beginning of the greater enthusiasm that will welcome the national body. And this is as it should be. The coming of thousands of leaders along all lines of educational thought from all the states in the Union and from all the nations of the world will mean much to California.

The Association is the great national parliament for the consideration of all educational questions. Its reports have been a power for good in shaping the educational work of America. The meeting in San Francisco will help California not a little in solving the many questions of policy now agitating the schools of the State. New light will be thrown on such questions as the relation that education should bear to agriculture, and to the various industries, the relation of the universities to the work of the high schools, the relation of the library to the school, salaries and tenure pensions, the rural school problem, course of study, etc., etc.

Meeting as the Association does in July, it will be possible for every teacher in California to attend the session. It has been eighteen years since the Association met in San Francisco; it will be many years before California is favored with another session. Every teacher in California, every teacher on the Pacific Coast should arrange for a week's outing at the educational mecca that will attract thousands from the Middle West, from the South, from the Atlantic Coast.

Sessions will be held not only in San Francisco but at the University of California and at Stanford University. The sessions of the National Association and the summer schools at Berkeley and San Jose will furnish

an unusual educational opportunity for the teacher seeking to keep abreast of the times. The railroad fare will be just half of the regular rate. Hotel rates will be no larger than usual. Of all years for a generation to come, 1906 is the year to arrange for a visit to San Francisco.

No community can afford to lose the inspiration that will come from having representatives attend this great meeting, an inspiration that will open new lines of thought, that will throw light on dark places, that will send every teacher back to her work filled with enthusiasm and zeal. No community can afford to be unrepresented at the great California meeting to be held in San Francisco. The visiting thousands will come to the Pacific Coast metropolis not only in the cause of education but to see California. They have heard of our schools, our climate, our scenic attractions, our industries. They will visit every part of the State and every part of the State should have a delegation in San Francisco not only to co-operate in the work of the session but to see to it that the visiting school men and women know California as California is to-day.

While the visiting teachers will be interested in the Yosemite Valley, in the trips up Mt. Lowe and Mt. Tamalpais, in the Big Trees, in scenic California generally, they should above all things be brought in touch with the fields, orchards, vineyards, forests and mines of industrial California. In too many cases the California of the geography and of the encyclopaedia is the California of twenty years ago. It would be a service both to the schools and to the State if the visitors were shown the real wonders of irrigation, of the combined harvester, of raisin vineyards, of peat lands, of redwood lumbering, of prune orchards, of quartz mining, of the many every day industrial wonders of the Golden State.

PRIVATE SCHOOLS IN CALIFORNIA.

W. T. REID.

THE first question that a home-seeker asks before deciding where to settle is, "Have you churches?" and, more than all, "Have you good schools?" This latter question is certain to be emphasized by comers from the East, because they assume that in a country so comparatively new as California schools as good as those in the East must not be expected. The best that can be hoped for is schools that are passably good. And dwell as we may upon our superb climate and our productive soil, the answer always comes, and rightly, "A fine climate and a productive soil are all well enough, but we know all about those advantages. But the education of our children, including the moral influences that are to be thrown around them, are vastly more important." And their position is sound. To convince them of the excellence of our schools, that in districts as thickly settled as in the older Eastern communities our schools compare most favorably with Eastern schools, is not so easy. No argument upon the fertility of our soil can compare with an ample and a well-equipped store filled with our vegetables, our fruits, our lemons, our oranges, and our wines, but it is not so easy to exhibit the product of our schools.

And yet it is a fact that the fruit of our schools may be seen to-day, could have been seen any day for the last twenty years, at Harvard, Yale, the Massachusetts Institute of Technology, and others of the best Eastern colleges and schools of science. It happens to be true that one of our private schools has not for twenty years been without representation at Harvard, and it happens, too, that in a late graduating class three out of the four graduates of this school went out with honors, two with next to the highest honor and one with subject honors. There was but one graduate in a class of some four hundred or more who had highest honor. And while the public schools are justly the pride of every community, city or State, the pride indeed of our country at large, it is yet true in the East, more true

perhaps in Massachusetts, which is believed rightfully to boast of the best system of public schools in the country—it is yet true that in no part of the entire country are there so many private schools in proportion to the inhabitants as in Massachusetts. And they have increased more rapidly within the last fifteen or twenty years than ever before. What is true of Massachusetts and the East is going to be true of California and the West, indeed is already becoming so, that a large proportion of our best-to-do people look to private schools for the special preparation required for admission to our best colleges and schools of science. They do this for two very good reasons. One is that in most private schools pupils are given just what parents wish. The main and in some private schools the sole purpose is preparation for colleges and schools of science, and it has been found here, as in the East, that that sort of work is best done in schools whose only purpose is preparation for college. Division of labor is just as profitable in education as in manufactures. The school does best as a rule that which it does as its main purpose. The public schools do an admirable work and do it well, but are of necessity limited in what they do to the needs of the people at large.

A second reason for turning to private schools is the belief that not only the intellectual but the moral and social demands of our well-to-do people are better met in them. But it is not the purpose of this article to discuss the comparative merits of the public and the private school. Each has its own merits, and both are necessary. We do believe, indeed we think we know, that the home-seeker will find in California public schools that give much the same kind and quality of instruction as that given in the public schools East, and we certainly know that some of our private schools do work of as high a grade as the best private schools in the East, because graduates from them make as good a showing in examinations for admission to Eastern colleges and schools of science as is made by graduates of the best Eastern schools.

In the matter of college opportunities not much need be said, for our two great universities, Stanford University and the University of California, are well enough known to make discussion of their merits uncalled for. And if any one claims superiority for some of our Eastern universities because of age, wealth and development, the ready reply is that it would be difficult to conceive of a finer preparation for life, and consequently a finer education, than that resulting from the Western spirit of push, of hospitality, of ideals tempered or refined, may be, by the finish that comes of completing one's education at an Eastern college, for after all he is best educated who has the broadest sympathies, the sympathies that come best from knowing the habits of thought and the standards of different people. And that cosmopolitan sort of sympathy is pre-eminently the sort of thing that Americans should have. The ludicrous ignorance of the West in the minds of otherwise well-informed Easterners was well illustrated a little while ago at a social gathering in Boston. A young lady, an intelligent and well-informed young lady of Boston, inquired of her partner in a dance where his home was. His reply that he was from California evidently surprised her. He took in the situation and begged her not to be alarmed, and assured her that he had left his bowie knife and his revolvers in his room. This is possibly not the current estimate, but the belief in many Eastern circles is that we still belong to the "wild and woolly West," and yet it is true that we have in our communities some of the very best Eastern blood, best because it brings with it not only the refinement of the East, but in addition the enterprise that is not content with too well established condition of things. And the spirit of push, the spirit of enterprise, find expression in California not merely in money-getting, as so often seems to be thought, but better than all, in the development of our educational interests—the very thing that is most desired.

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